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ABSTRACT

This document contains a case description of an adult education program in St. Lucia, a volcanic island in the Windward group of the West Indies. The case study is part of a set that reflects a cooperative effort by adult educators to increase international understanding of various educational programs for adults in their societal context. A face sheet provides this information: name, organization, and address of the person who prepared the case description; program name or title; type of program; type of organization with which the case program is associated; and basic characteristics of service. The Caribbean Agricultural Extension Program described seeks to help farm families improve farming practices and their quality of life. The project's planning process, recommendations for improvement, level of participation, finances, and the recent history of extension are detailed. Excerpts from an interview with a participant and from a recent study on program influences in extension are included. In addition to the case description, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (YLB)

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ED311182

WORLD PERSPECTIVE CASE DESCRIPTIONS ON EDUCATIONAL PROGRAMS FOR ADULTS: ST. LUCIA

AUGUST 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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TABLE OF CONTENTS

Preface

Case Descriptions--by Country

Case Descriptions--by Category

Case Coordinators Who Contributed Case Descriptions

Case Study: Caribbean Agricultural Extension Program

Guidelines for Contributors

August, 1989

WORLD PERSPECTIVE CASE DESCRIPTIONS OF EDUCATIONAL PROGRAMS FOR ADULTS

PREFACE

This set of case descriptions reflects an inspiring cooperative effort by adult educators in many countries to increase international understanding of various educational programs for adults in their societal context. The benefits from reading these case descriptions result from the contributions of case coordinators and authors who arranged for and prepared the descriptions included in the set.

Cooperating case coordinators contributed in several important ways. In addition to sometimes writing one or more case descriptions, coordinators arranged for case authors. The selection of program areas and case authors reflects the case coordinators' professional judgment based on familiarity with educational programs for adults in their country. The list of names and addresses of case coordinators for each country is noted on green paper following the Table of Contents.

The names and addresses of case authors are on the face sheet that precedes each case description. Each case description is unedited and unchanged, in the form that the author submitted it. The few case descriptions that were translated into English are so noted.

As an aid to comparative analysis, each case coordinator was sent a set of guidelines, to be shared with case authors as they prepared their case descriptions. At the start of the project, active case coordinators received draft guidelines and their comments were used to revise the guidelines used in the project. These guidelines are included at the end of the set of cases and are printed on blue paper. Many authors were very conscientious in following

the guidelines. Even those case descriptions that depart from the suggested format contain useful information about the program.

Each case coordinator who submitted case descriptions has been sent a complete set. This international set of cases can be useful for comparative analysis in several ways. Some coordinators have indicated their intent to contact coordinators in other countries, to collaborate on cross national analysis for specific programs. Within a country, these may be colleagues and students who would like to conduct comparative analysis studies. In at least four countries, all of the case descriptions for that country are being disseminated to interested adult educators in the country.

Arrangements have been made to send a complete set of case descriptions that have been received by the end of the project late in 1988, to the ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, USA, so that print or microfiche copies can be obtained by anyone interested. All cases from each country have been grouped together as a set on one ERIC document and the set was given an ED number. Therefore, you or other people can purchase microfiche or paper copies of the set for any country in the World Perspective series. For a list of ED numbers and prices for each of the sets, write to the ERIC Clearinghouse on Adult, Career, and Vocational Education, 1960 Kenny road, Columbus, Ohio 43210-1090, USA, ATTN: World Perspective Case Descriptions of Educational Programs for Adults. In response, a listing and order form will be sent.

Many people and organizations have helped with this largely volunteer project, in addition to the fundamental contributions by the case coordinators and authors. Support from the W. K. Kellogg Foundation made feasible many logistical arrangements including duplicating and postage. Many people prominent in adult education internationally were generous with advice and suggestions concerning potential case coordinators. The International Council

for Adult Education provides a vehicle for continued contact among all of us interested in cross national adult education research and understanding.

ACCESSING THE CASE MATERIAL

The organization of this great stack of cases is intended to facilitate their use. (The case coordinators now know why a paperweight was selected as a form of recognition.)

The Table of Contents (which is on pink paper following this Preface) is sequenced by country in alphabetical order by category, as are the full set of cases. Reviewing all cases from a country is easy because they are grouped together. The cases are on three hole paper for ease in grouping and adding more cases.

The numbering of cases is as follows. The first (or two digit) number designates the country (Australia is 2, Ireland is 22, etc.) and a list of country codes follows (missing numbers in the sequence are for countries from which cases have not yet been received).

1 - Argentina
2 - Australia
4 - Cameroon
5 - Canada
6 - China
7 - Chile
9 - Czechoslovakia
13 - Finland
15 - Germany, Federal Republic
16 - Ghana
17 - Greece
19 - Hong Kong
20 - Hungary
21 - India
22 - Ireland
23 - Israel
24 - Italy
23 - Israel
24 - Italy
25 - Japan
26 - Korea, Demo. People's Republic
29 - Netherlands
30 - Nigeria
31 - Norway
33 - Portugal
34 - Saudi Arabia
35 - St. Lucia
36 - Sweden
37 - Switzerland
38 - Tanzania
40 - United Kingdom
41 - United States
42 - Union of Soviet Socialist Republics
45 - Yugoslavia

Following the country code, each case has been given an alphabetic code (A,B,C,etc.) to distinguish that case from the others. A slash "/" follows the alphabetic code. Following the "/" is the pagination with the first page

consisting of the Face Sheet that authors were asked to complete. The coded pagination is on the lower right hand corner of each sheet of paper.

Following the Table of Contents, is an Index (on blue paper) organized by Category of Case. This allows readers interested only in cases in a specific category (such as Literacy or Citizen) to easily locate them. Because some cases are indexed in several categories, they are cross indexed for all categories that apply. The categories and criteria for determining the category follows. Because authors usually selected the category(ies) for their case and may not be consistent across all cases, it may be desirable to consult several pertinent categories.

A. LITERACY - Functional literacy and adult basic education programs (as defined in each nation) with special attention to literacy campaigns, local community groups, role of schools and efforts to include types of adults often neglected, such as prisoners.

B. AGRICULTURE - Extension programs to help farmers and peasants improve productivity (subsistence and cash) and quality of rural life with special attention to efforts by local community groups, ministry of agriculture and agricultural schools and colleges.

C. WORKERS - Educational programs to increase productivity and job change of all types of urban business and industry workers (aside from professionals), with special attention to efforts by enterprises, employers workers universities, labor unions, and trade associations.

D. PROFESSIONAL, TECHNICAL - All types of professional development and in-service programs for people in scientific and technical occupations such as engineering, and medicine, with special attention to efforts by universities, professional associations, and enterprises (factories, hospitals).

E. PROFESSIONAL, OTHER - Continuing professional education activities for any other types of occupations, that tend to be less influenced by new research findings (such as law, social work, teaching).

F. SECONDARY - Part-time secondary school completion programs, with special attention to efforts by schools and ministry of education.

G. HIGHER - Part-time or short term college and university completion programs for working adults, with attention to ministry of education and higher education institutions. In some nations this category may include part-time pursuit of formal credit and degree programs.

H. HEALTH - Preventative and curative health education programs for adults in urban or rural areas, with attention to efforts by ministry of health and local hospitals and clinics.

I. FAMILY - Family life and home economics education (including food preparation, nutrition, child development, and family relations), with attention to local providers.

J. PERSONAL - All types of educational activities related to leisure time, hobbies, arts, cultural affairs, personal enrichment, and general education, with attention to efforts by ministry of culture, and local libraries and museums.

K. CITIZEN - Educational activities related to community and organizational leadership and problem solving to enable adults to become more informed and participating citizens at local or wider levels to reform or sustain government, with attention to government, educational institutions, and voluntary associations. This may include international issues.

L. DISADVANTAGED - Special or compensatory educational programs for adults who are in hard to reach populations such as people with handicaps or a history of discrimination.

M. OTHER - Any other type of educational program for adults that is important in your nation, for which someone will prepare a case description, such as adult religious education or other examples.

(NOTE: Some important programs combine several categories. For example, in Latin America, popular education may include program emphases from categories A, B, C, K).

OVERVIEW OF AE IN COUNTRY OR REGION

The cooperation and exchange already evidenced in the preparation of this set of case descriptions, combined with the plans for analysis and continued colleagueship, suggests a great potential for ongoing sharing and international understanding. We hope to hear from you.

Alan B. Knox
Dusan Savicevic

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CASE DESCRIPTIONS - BY COUNTRY

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*1A/1-8	ARGENTINA	Overview	Adult Education in Latin America	Isabel Hernandez
*1B/1-7		Disadvantaged	Education and Elders	Isabel Hernandez
2A/1-26	AUSTRALIA	Agriculture	Farm Manage. Home Study Program	Barry O'Neill
2B/1-10		Citizen	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2C/1-11		Disadvantaged	School for Seniors	Olga Benham & Sue Vickers
2D/1-16		Disadvantaged	Community Living Project	Kath Bleechmore
2E/1-12		Disadvantaged	Learning for the Less Mobile	Judith Elsworth
2F/1-9		Disadvantaged	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15		Disadvantaged	Women's Access Prog.	Helen Lanauze
2H/1-37		Disadvantaged	Aboriginal Vill. Comm.	Natascha McNamara
2J/1-12		Family	Marriage Enrichment	David Kerr
2K/1-22		Health	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
2L/1-9		Higher	Preparatory Studies	Michael Crock & Caroline Cottman
2M/1-15		Leisure	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow
2N/1-9		Leisure	CCE Community Education Program	Bettina Fiegel
2P/1-15		Literacy	NSW Board of Adult Ed.--Literacy	Rosie Wickert

*New cases received since March 1988.

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
2Q/1-10	AUSTRALIA	Personal Citizen	Carringbush Library	Marian Letchen
2R/1-11		Professional, Other	Refresher Ed. for Company Directors	John Brady
2S/1-12		Professional, Other, Family Citizen	Social Developer's Network	Ned Iceton
2T/1-6		Professional, Other	Welcare Program	J. A. McDonell
2U/1-5		Professional, Tech.	CPE for Veterinarians	D. Bryden
2V/1-17		Professional, Tech.	Country Pediatric Program	Hank Duyverman
2W/1-27		Workers	Trade Union Postal Courses Scheme	Elizabeth Bluff
2X/1-11		Workers Literacy	Workplace Basic Ed. Project	Jude Newcombe, et al.
*2Y/1-2		Literacy	Adult Migrant Education	William McGrath
*2Z/1-11		Personal	Self-Help Adult Education: Univ. of the Third Age	Rick Swindell
4A/1-11	CAMEROON	Agriculture	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18		Agriculture	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
5A/1-10	CANADA	Citizen	Buchans Community Trans. Proj.	David Curran
5B/1-16		Citizen Workers	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
5C/1-11		Health Workers	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
5D/1-8		Higher	Distance Ed. at U. Victoria	Margaret Haughey
5E/1-20		Literacy	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10		Literacy	East End Literacy	Elaine Gaber-Katz
5G/1-45		Literacy	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
5H/1-22		Other	Residential AE in Canada	Wenda Abel
5J/1-16		Professional, Tech.	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18		Professional, Tech.	CPE Program for Family Physicians	Penny A. Jennett
*5L/1-13		Literacy	International: Literacy and Development	James A. Draper
*7A/1-29	CHILE	Agriculture	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12		Agriculture	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
6A/1-18	CHINA	Overview	Chinese Adult Education--At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25		Overview	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*6C/1-6	CHINA	Overview	Adult Education in Beijing Municipality	Fu Youren
*6D/1-8		Higher	A University Without Campus	Lin Jun
*6E/1-9		Workers	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*6F/1-40		Overview	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	CZECHOSLOVAKIA	Overview Workers	Czechoslovakian Adult Education	Kamil Skoda
*9B/1-12		Other	House of Culture and Its Function in Adult Education	Pavel Hartl
13A/1-17	FINLAND	Other	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4		Other	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6		Other	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10		Professional, Other	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
13E/1-6		Workers	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10		Workers	School for Teaching ADP	Markku Suortamo
13G/1-4		Workers	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5		Workers	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
15A/1-11	GERMANY, FED. REP.	Agriculture	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
15B/1-11		Citizen	State Center for Political Ed.	Siegfried Schiele
15C/1-19		Health Family Personal Other	Catholic Ed. Organ.	Peter Muller
15D/1-18		Health Family Personal	Adult Ed. Center	Gabriele Werner
15E/1-14		Personal Disadvantaged	Voc. & Social Integration for Turkish Women	Susanne Meyder
15F/1-15		Professional, Tech.	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13		Professional, Tech.	In-service Training at Busch	Peter Kilgenstein
15H/1-17		Professional, Other Higher Personal	Courses by Radio	Peter Schmoock
15J/1-17		Professional, Tech. Professional, Other Higher	CE Center at Univ. of Tubingen	Rainer Funke
15K/1-11		Secondary	Evening High School	H. Taigel

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
15L/1-11	GERMANY, FED. REP.	Workers	Center for Cont. Voc. Training, Chamber of Industry & Trade	Nils Peter Esmann Franz Bihler
15M/1-15		Workers	Cont. Ed. in Training Companies	Michael Eisenmann
15N/1-17		Workers Professional, Tech.	Human Resource & Organ. Dev.	Colin A. Guthrie
*15P/1-11		Personal	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
16A/1-9	GHANA	Professional, Other	Training Teachers by Distance Education Methods	Joe K. Ansere
16B/1-33		Workers	Multi-media Appr. to Effective Teaching	Eric A. Mensah
*17A/1-18	GREECE	Professional, Other	In-service Teachers Training in Greece	Michael Kassotakis
19A/1-6	HONG KONG	Literacy	Literacy Program	Grace Mak
*20A/1-19	HUNGARY	Personal	Protecting Our Environment	Mihaly Sari
*20B/1-33		Workers	Realities of Our Time	Matyas Durko
21A/1-33	INDIA	Literacy	Literacy Program	R. Jayagopal
21B/1-4		Literacy	Punjab Association	R. Jayagopal

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
21C/1-6	INDIA	Workers	National Council for Hotel Management and Catering Technology	R. Jayagopal
*21D/1-4		Health Family Citizen	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22A/1-14	IRELAND	Agriculture	Certification in Farming	Michael Hassett
22B/1-10		Citizen Professional, Other	Training of Comm. Enter. Animateurs	Tom Collins
22C/1-16		Family	Family Life Education Premarriage	Liam McCarthy
22D/1-16		Family Other	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22E/1-13		Health	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22F/1-10		Professional, Other	Extra-mural Studies	Mary Kett
22G/1-13		Other	Maynooth Adult Daytime Education	(MADE)
22H/1-13		Other	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22J/1-10		Higher Personal Other	Irish Language TV Program	John MacMahon
22K/1-11		Professional, Other	Extra-mural Studies in Basic Counseling	Muireann Conaty

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
22L/1-24	IRELAND	Professional, Other	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16		Professional, Other	Training Part-Time Ad. Ed. at Local Level	James Marsden
22N/1-14		Professional, Other	Natl. Police Officer CE & Training	P. J. Moran
22P/1-11		Professional, Other Health	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22Q/1-12		Workers	Diploma in Manag. & Industrial Relations	John Ryan
23A/1-14	ISRAEL	Family Citizen	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*23B/1-6		Literacy	Comparative Analysis of Literacy Education	Rachel Tokatli
24A/1-11	ITALY	Citizen	Public and Library: A Plan for the Education of Adults	Paolo Federighi
24B/1-10		Citizen Other	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11		Citizen Personal Other	Center for Cont. Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11		Citizen Other	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
24E/1-10	ITALY	Other	Adult Education in Bologna	Mario Ricci
24F/1-18		Overview	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
24G/1-11		Personal	Provincial Administration of Moderna	Vanna Tori
24H/1-6		Personal	University of the Third Age-Orvieto	Lucio del Corno
*24J/1-6		Personal Citizen	Mass Media and Adult Education in Sardenia	Fabio Masala
25A/1-32	JAPAN	Citizen	Ed. and the Integration of Community Services	Kazufusa Moro'oka
*25B/1-13		Leisure	Citizen's Learning Network	Miwa Toko
*25C/1-20		Higher	The Founding of a University for Senior Citizens	Takashi Fukuchi
26A/1-12	KOREA, DPR	Overview Workers	Overview	Nam Jin U
29A/1-17	NETHERLANDS	Literacy	Open School	Maatje Balde
29B/1-17		Literacy	Study House for Adults	Emmy Wilson
29C/1-18		Literacy	Dutch as a Foreign Language	Emmy Wilson
29D/1-20		Literacy Disadvantaged	Dutch as a Foreign Language	E. R. T. Zuidhoff

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
29E/1-17	NETHERLANDS	Other	Television Academy	Anja Dircken
29F/1-20		Professional, Other	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10		Professional, Other	In-service Occupational Training	R. Zuidhoff
29H/1-16		Professional, Tech.	Advanced Nursing Course	Henny Van Der Stel-Overdulve
29J/1-16		Professional, Tech.	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
29K/1-19		Professional, Tech.	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19		Professional, Tech.	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13		Professional, Tech.	Improvements in Medical Practice	I. W. Dresscher
29N/1-9		Professional, Tech.	Practical Neurology	I. W. Dresscher
29P/1-23		Professional, Tech.	Medical Specialists	Bea Oosting
29Q/1-8		Workers	Occupational Retraining in Office Skills	Maatje Balde
*29R/1-28		Literacy	Language School for Refugees	E. Stark
*29S/1-17		Personal	Assertivity Course	G. Nijhof

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*29T/1-18	NETHERLANDS	Personal	Pre-Retirement Education	B. van Straalen-van Waard
*29U/1-20		Workers	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18		Workers	Management and Computer Education for Re-entry Women	E. Stark
*30A/1-50	NIGERIA	Literacy	Model Adult Literacy Classes	J. T. Okedara
*30B/1-43		Higher	Correspondence Education	J. T. Okedara
*30C/1-31		Higher	Remedial Education	J. T. Okedara
*30D/1-24		Health	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*30E/1-28		Professional, Other	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
30F/1-20		Workers	Workers' Education in Nigeria	P. N. C. Ngwu
30G/1-40		Workers	Women Education in Oyo State, Nigeria	C. A. Okedara
31A/1-15	NORWAY	Professional, Other Higher	NKS School of Management (Correspondence School)	Tore Aksjoberg
*33A/1-35	PORTUGAL	Agriculture	Management Groups as a Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27		Agriculture	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	ST. LUCIA	Agriculture	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
34A/1-19	SAUDI ARABIA	Literacy	Illiteracy Eradication & Adult Education	Mohammed A. Al Rasheed, A. Al Sunbul
36A/1-8	SWEDEN	Literacy	Basic Education for Adults in Sweden	Per Olof Thang
36B/1-21		Higher	Distance Education at the Univ. Level	Birgitta Willen
36C/1-10		Secondary Overview	Perspective on Municipal Adult Ed.	Robert Hoghielm
36D/1-13		Workers	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9		Workers	Labor Market Training in Sweden	Per Olof Thang
*36F/1-9		Citizen	Popular Education in Sweden	Lars Arvidsson
*37A/1-8	SWITZERLAND	Professional, Tech.	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
38A/1-25	TANZANIA	Agriculture	Training for Rural Development	Aida Isinika
*40A/1-42	UNITED KINGDOM	Health	Heartbeat Wales	Donald Nutbeam
41A/1-7	U.S.A.	Agriculture	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30		Agriculture	Coop. Ext. Service (National)	William M. Rivera
41B/1-16		Citizen	Natl. Issues Forum	Alan B. Knox
41C/1-21		Citizen	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
41D/1-9	U.S.A.	Disadvantaged	YWCA Refugee Program	Linda B. Knox
41E/1-15		Higher	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
41F/1-25		Literacy	Adult Basic Education	Alan B. Knox
41G/1-13		Health	Alcoholics Anonymous	Alan B. Knox
41H/1-28		Professional, Tech.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
41J/1-11		Workers	Credit Union Staff Development	Alan B. Knox
*41K/1-11		Literacy	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11		Literacy	Libraries and Literacy--Weirton	Debra W. Johnson
*41N/1-7		Professional, Other	Helping Stock Brokers Cope with Stress	Alan B. Knox
42A/1-17	U.S.S.R.	Other	ZNANIE Society	Yuri Fishevski
42B/1-9		Professional, Tech.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
45A/1-16	YUGOSLAVIA	Agriculture	Vet. Ed. in the Farming Population	Branko Rebesko
45B/1-15		Agriculture Professional, Other	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
45C/1-13		Family Health	Nutrition Education	Mara Rupena Osolnik

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
45D/1-11	YUGOSLAVIA	Literacy	Basic Adult Education	Radivoje Kulic
45E/1-27		Literacy Professional, Other	Research Into and Training In Literacy	Dusan M. Savicevic
45F/1-10		Literacy Workers	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
45G/1-29		Workers	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19		Workers	Self Management at Worker's Universities	Milka Oljaca

CASE DESCRIPTIONS - BY CATEGORY

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
2A/1-26	Agriculture	AUSTRALIA	Farm Manage. Home Study Program	Barry O'Neill
4A/1-11	Agriculture	CAMEROON	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18	Agriculture	CAMEROON	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba
*7A/1-29	Agriculture	CHILE	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12	Agriculture	CHILE	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
15A/1-11	Agriculture	GERMANY	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
22A/1-14	Agriculture	IRELAND	Certification in Farming	Michael Hassett
*33A/1-35	Agriculture	PORTUGAL	Management Groups As A Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27	Agriculture	PORTUGAL	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	Agriculture	ST. LUCIA	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann
38A/1-25	Agriculture	TANZANIA	Training for Rural Development	Aida Isinika
41A/1-7	Agriculture	U.S.A.	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30	Agriculture	U.S.A.	Coop. Ext. Service (National)	William M. Rivera
45A/1-16	Agriculture	YUGOSLAVIA	Vet. Ed. in the Farming Population	Branko Rebesko

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
2B/1-10	Citizen	AUSTRALIA	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2O/1-10	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5A/1-10	Citizen	CANADA	Buchans Community Trans. Proj.	David Curran
5B/1-16	Citizen Workers	CANADA	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
15B/1-11	Citizen	GERMANY	State Center for Political Ed.	Siegfried Schiele
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22B/1-10	Citizen Professional, Other	IRELAND	Training of Comm. Enter. Animateurs	Tom Collins
24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
24A/1-11	Citizen	ITALY	Public and Library: A Plan for the Education of Adults	Paolo Federighi
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
25A/1-32	Citizen	JAPAN	Ed. and the Integration of Community Services	Kazufusa Moro'oka
41B/1-16	Citizen	U.S.A.	Natl. Issues Forum	Alan B. Knox
41C/1-21	Citizen	U.S.A.	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll
23A/1-14	Family Citizen	ISRAEL	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*36F/1-9	Citizen	SWEDEN	Popular Education in Sweden	Lars Arvidsson
*1B/1-7	Disadvantaged	ARGENTINA	Education and elders	Isabel Hernandez
2C/1-11	Disadvantaged	AUSTRALIA	School for Seniors	Olga Benham & Sue Vickers
2D/1-16	Disadvantaged	AUSTRALIA	Community Living Project	Kath Bleechmore
2F/1-9	Disadvantaged	AUSTRALIA	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15	Disadvantaged	AUSTRALIA	Women's Access Prog.	Helen Lanauze
2H/1-37	Disadvantaged	AUSTRALIA	Aboriginal Vill. Comm.	Natascha McNamara
2E/1-12	Disadvantaged	AUSTRALIA	Learning for the Less Mobile	Judith Elsworth
15E/1-14	Personal Disadvantaged	GERMANY	Voc. & Social Integration for Turkish Women	S. Meyder
29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
41D/1-9	Disadvantaged	U.S.A.	YWCA Refugee Program	Linda B. Knox
2J/1-12	Family	AUSTRALIA	Marriage Enrichment	David Kerr
2S/1-12	Professional Other Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
15A/1-11	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
15C/1-19	Health Family Personal Other	GERMANY	Catholic Ed. Organ.	Peter Muller
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22C/1-16	Family	IRELAND	Family Life Education Premarriage	Liam McCarthy
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
23A/1-14	Family Citizen	ISRAEL	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
2K/1-22	Health	AUSTRALIA	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
5C/1-11	Health Workers	CANADA	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
15C/1-19	Health Family Personal Other	GERMANY	Catholic Ed. Organ.	Peter Muller
15D/1-18	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22E/1-13	Health	IRELAND	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
*30D/1-24	Health	NIGERIA	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*40A/1-42	Health	UNITED KINGDOM	Heartbeat Wales	Donald Nutbeam
41G/1-13	Health	U.S.A.	Alcoholics Anonymous	Alan B. Knox
45C/1-13	Family Health	YUGOSLAVIA	Nutrition Education	Mara Rupena Osolnik
2L/1-9	Higher	AUSTRALIA	Preparatory Studies	Michael Crock & Caroline Cottman
5D/1-8	Higher	CANADA	Distance Ed. at U. Victoria	Margaret Haughey

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
*6D/1-8	Higher	CHINA	A University Without Campus	Lin Jun
15H/1-17	Professional, Tech Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*25C/1-20	Higher	JAPAN	The Founding of a University for Senior Citizens	Takashi Fukuchi
*30B/1-43	Higher	NIGERIA	Correspondence Education	J. T. Okedara
*30C/1-31	Higher	NIGERIA	Remedial Education	J. T. Okedara
31A/1-15	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
36B/1-21	Higher	SWEDEN	Distance Education at the Univ. Level	Birgitta Willen
41E/1-15	Higher	U.S.A.	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
2N/1-9	Leisure	AUSTRALIA	CCE Community Education Program	Bettina Fiegel
2M/1-15	Leisure	AUSTRALIA	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
*25B/1-13	Leisure	JAPAN	Citizen's Learning Network	Miwa Toko
2P/1-15	Literacy	AUSTRALIA	NSW Board of Adult Ed.--Literacy	Rosie Wickert
*2Y/1-2	Literacy	AUSTRALIA	Adult Migrant Education	William McGrath
5E/1-20	Literacy	CANADA	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10	Literacy	CANADA	East End Literacy	Elaine Gaber-Katz
5G/1-45	Literacy	CANADA	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
*5L/1-13	Literacy	CANADA	International: Literacy and Development	James A. Draper
19A/1-6	Literacy	HONG KONG	Literacy Program	Grace Mak
21A/1-33	Literacy	INDIA	Literacy Program	R. Jayagopal
21B/1-4	Literacy	INDIA	Punjab Association	R. Jayagopal
*23B/1-6	Literacy	ISRAEL	Comparative Analysis of Literacy Education	Rachel Tokatli
29A/1-17	Literacy	NETHERLANDS	Open School	Maatje Balde
29B/1-17	Literacy	NETHERLANDS	Study House for Adults	Emmy Wilson
29C/1-18	Literacy	NETHERLANDS	Dutch as a Foreign Language	E. R. T. Zuidhoff
29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson
*29R/1-28	Literacy	NETHERLANDS	Language School for Refugees	E. Stark
*30A/1-50	Literacy	NIGERIA	Model Adult Literacy Classes	J. T. Okedara

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
34A/1-19	Literacy	SAUDI ARABIA	Illiteracy Eradication & Adult Education	Mohammed A. Al Rasheed A. Al Sunbul
36A/1-8	Literacy	SWEDEN	Basic Education for Adults in Sweden	Per Olof Thang
41F/1-25	Literacy	U.S.A.	Adult Basic Education	Alan B. Knox
*41K/1-11	Literacy	U.S.A.	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11	Literacy	U.S.A.	Libraries and Literacy--Weirton	Debra W. Johnson
45D/1-11	Literacy	YUGOSLAVIA	Basic Adult Education	Radivoje Kulic
45E/1-27	Literacy Professional, Other	YUGOSLAVIA	Research Into and Training In Literacy	Dusan M. Savicevic
45F/1-10	Literacy Workers	YUGOSLAVIA	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
2R/1-11	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
2T/1-6	Professional, Other	AUSTRALIA	Welcare Program	J. A. McDonell
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5H/1-22	Other	CANADA	Residential AE in Canada	Wenda Abel
*9B/1-12	Other	CZECHOSLOVAKIA	House of Culture and its Function in Adult Education	Pavel Hartl

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
13A/1-17	Other	FINLAND	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4	Other	FINLAND	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6	Other	FINLAND	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10	Professional, Other	FINLAND	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
316A/1-9	Professional, Other	GHANA	Training Teachers by Distance Education Methods	Joe K. Ansere
*17A/1-18	Professional, Other	GREECE	In-service Teachers Training in Greece	Michael Kassotakis
22G/1-13	Other	IRELAND	Maynooth Adult Daytime Education	(MADE)
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22F/1-10	Professional Other	IRELAND	Extra-mural Studies	Mary Kett
22H/1-13	Other	IRELAND	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22K/1-11	Professional, Other	IRELAND	Extra-mural Studies in Basic Counseling	Muireann Conaty
22L/1-24	Professional, Other	IRELAND	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
22N/1-14	Professional, Other	IRELAND	Natl. Police Officer CE & Training	P. J. Moran
24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi
24E/1-10	Other	ITALY	Adult Education in Bologna	Mario Ricci
29E/1-17	Other	NETHERLANDS	Television Academy	Anja Dircken
29F/1-20	Professional, Other	NETHERLANDS	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10	Professional, Other	NETHERLANDS	In-service Occupational Training	R. Zuidhoff
*30E/1-28	Professional, Other	NIGERIA	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
31A/1-15	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
42A/1-17	Other	U.S.S.R.	ZNANIE Society	Yuri Fishevski
45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-slovenia	Robic Tone

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
45E/1-27	Literacy Professional, Other	YUGOSLAVIA	Research Into and Training In Literacy	Dusan M. Savicevic
*1A/1-8	Overview	ARGENTINA	Adult Education in Latin America	Isabel Hernandez
6A/1-18	Overview	CHINA	Chinese Adult Education-At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25	Overview	CHINA	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan
*6C/1-6	Overview	CHINA	Adult Education in Beijing Municipality	Fu Youren
*6F/1-40	Overview	CHINA	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
26A/1-12	Overview Workers	KOREA, DPR	Overview	Nam Jin U
24F/1-18	Overview	ITALY	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
36C/1-10	Secondary Overview	SWEDEN	Perspective on Municipal Adult Ed.	Robert Hoghielm
2Q/1-10	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
*2Z/1-11	Personal	AUSTRALIA	Self-Help Adult Education: Univ. of the THird Age	Rick Swindell

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
15C/1-19	Health Family Personal	GERMANY	Catholic Ed. Organ.	Peter Muller
15D/1-18	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
15E/1-14	Personal Disadvantaged	GERMANY	Voc. & Social Integration for Turkish Women	Susanne Meyder
15H/1-17	Professional, Tech. Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
*15P/1-11	Personal	GERMANY	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
*20A/1-19	Personal	HUNGARY	Protecting Our Environment	Mihaly Sari
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24G/1-11	Personal	ITALY	Provincial Administration of Moderna	Vanna Tori
24H/1-6	Personal	ITALY	University of the Third Age-Orvieto	Lucio del Corno

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
*29S/1-17	Personal	NETHERLANDS	Assertivity Course	G. Nijhof
*29T/1-18	Personal	NETHERLANDS	Pre-Retirement Education	B. van Straalen-van Waard
2R/1-11	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
2T/1-6	Professional Other	AUSTRALIA	Welcare Program	J. A. McDonell
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
13D/1-10	Professional, Other	FINLAND	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
15H/1-17	Professional, Other Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
16A/1-9	Professional, Other	GHANA	Training Teachers by Distance Education Methods	Joe K. Ansere
22B/1-10	Citizen Professional, Other	IRELAND	Training of Comm. Enter. Animateurs	Tom Collins

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
22K/1-11	Professional, Other	IRELAND	Extra-mural Studies in Basic Counseling	Muireann Conaty
22L/1-24	Professional, Other	IRELAND	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden
22N/1-14	Professional, Other	IRELAND	Natl. Police Officer CE & Training	P. J. Moran
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
29F/1-20	Professional, Other	NETHERLANDS	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10	Professional, Other	NETHERLANDS	In-service Occupational Training	R. Zuidhoff
30E/1-29	Professional, Other	NIGERIA	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
*41N/1-7	Professional, Other	U.S.A.	Helping Stock Brokers Cope with Stress	Alan B. Knox
45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
45E/1-27	Literacy Professional, Other	YUGOSLAVIA	Research Into and Training In Literacy	Dusan M. Savicevic

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
2U/1-5	Professional Tech.	AUSTRALIA	CPE for Veterinarians	D. Bryden
2V/1-17	Professional, Tech.	AUSTRALIA	Country Pediatric Program	Hank Duyverman
5J/1-16	Professional, Tech.	CANADA	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18	Professional, Tech.	CANADA	CPE Program for Family Physicians	Penny A. Jennett
15F/1-15	Professional, Tech.	GERMANY	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13	Professional, Tech.	GERMANY	In-service Training at Busch	Peter Kilgenstein
15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
29K/1-19	Professional, Tech.	NETHERLANDS	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13	Professional, Tech.	NETHERLANDS	Improvements in Medical Practice	I. W. Dresscher
29N/1-9	Professional, Tech.	NETHERLANDS	Practical Neurology	I. W. Dresscher
29P/1-23	Professional, Tech.	NETHERLANDS	Medical Specialists	Bea Oosting

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
*37A/1-8	Professional, Tech.	SWITZERLAND	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
41H/1-28	Professional, Tech.	U.S.A.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
15H/1-17	Professional, Other Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
29H/1-16	Professional, Tech.	NETHERLANDS	Advanced Nursing Course	Henny Van Der Stel-Overdulve
29J/1-16	Professional, Tech.	NETHERLANDS	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
29K/1-19	Professional, Tech.	NETHERLANDS	In-service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13	Professional, Tech.	NETHERLANDS	Improvements in Medical Practice	I. W. Dresscher
29N/1-9	Professional, Tech.	NETHERLANDS	Practical Neurology	I. W. Dresscher
29P/1-23	Professional, Tech.	NETHERLANDS	Medical Specialists	Bea Oosting

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
42B/1-9	Professional, Tech.	U.S.S.R.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
15K/1-11	Secondary	GERMANY	Evening High School	H. Taigel
6C/1-10	Secondary Overview	SWEDEN	Perspective on Municipal Adult Ed.	Robert Hoghielm
2H/1-27	Workers	AUSTRALIA	Trade Union Postal Courses Scheme	Elizabeth Bluff
5B/1-16	Citizen Workers	CANADA	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
5C/1-11	Health Workers	CANADA	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
*6E/1-9	Workers	CHINA	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
13E/1-6	Workers	FINLAND	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10	Workers	FINLAND	School for Teaching ADP	Markku Suortamo
13G/1-4	Workers	FINLAND	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5	Workers	FINLAND	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
15L/1-11	Workers	GERMANY	Center for Cont. Voc. Training, Chamber of Industry & Trade	Nils Peter Esmann Franz Bihler
15M/1-15	Workers	GERMANY	Cont. Ed. in Training Companies	Michael Eisenmann
15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
16B/1-33	Workers	GHANA	Multi-media Appr. to Effective Teaching	Eric A. Mensah
*20B/1-33	Workers	HUNGARY	Realities of Our Time	Matyas Durko
21C/1-6	Workers	INDIA	National Council for Hotel Management and Catering Technology	R. Jayagopal
22Q/1-12	Workers	IRELAND	Diploma in Manag. & Industrial Relations	John Ryan
26A/1-12	Overview Workers	KOREA, DPR	Overview	Nam Jin U
29Q/1-8	Workers	NETHERLANDS	Occupational Retraining in Office Skills	Maatje Balde
*29U/1-20	Workers	NETHERLANDS	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18	Workers	NETHERLANDS	Management and Computer Education for Re-entry Women	E. Stark
*30G/1-40	Workers	NIGERIA	Women Education in Oyo State, Nigeria	C. A. Okedara
36D/1-13	Workers	SWEDEN	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9	Workers	SWEDEN	Labor Market Training in Sweden	Per Olof Thang

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
41J/1-11	Workers	U.S.A.	Credit Union Staff Development	Alan B. Knox
45F/1-10	Literacy Workers	YUGOSLAVIA	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
45G/1-29	Workers	YUGOSLAVIA	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19	Workers	YUGOSLAVIA	Self Management at Worker's Universities	Milka Oljaca
2X/1-11	Workers Literacy	AUSTRALIA	Workplace Basic Ed. Project	Jude Newcombe, et al.
15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
15M/1-15	Workers	GERMANY	Cont. Ed. in Training Companies	Michael Eisenmann
22Q/1-12	Workers	IRELAND	Diploma in Manag. & Industrial Relations	John Ryan
26A/1-12	Overview Workers	KOREA, DPR	Overview	Nam Jin U
29Q/1-8	Workers	NETHERLANDS	Occupational Retraining in Office Skills	Maatje Balde
36D/1-13	Workers	SWEDEN	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9	Workers	SWEDEN	Labor Market Training in Sweden	Per Olof Thang
41J/1-11	Workers	U.S.A.	Credit Union Staff Development	Alan B. Knox
45F/1-10	Literacy Workers	YUGOSLAVIA	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic

ARGENTINA	1
AUSTRALIA	2
CAMEROON	4
CANADA	5
CHINA	6
CHILE	7
CZECHOSLOVAKIA	9
FINLAND	13
GERMANY, FR	15
GHANA	16
GREECE	17
HONG KONG	19
HUNGARY	20
INDIA	21
IRELAND	22
ISRAEL	23
ITALY	24
JAPAN	25
KOREA, DPR	26
NETHERLANDS	29
NIGERIA	30
PORTUGAL	33
SAUDI ARABIA	34
ST. LUCIA	35
SWEDEN	36
SWITZERLAND	37
TANZANIA	38
UNITED KINGDOM	40
U.S.A.	41
U.S.S.R.	42
YUGOSLAVIA	45

Update as 8/89

A WORLD PERSPECTIVE
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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

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   (X) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   Caribbean Agricultural Extension Programme

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc.) B. Agricultural Development

5. Type of organization which which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   Ministry of Agriculture

6. Basic characteristics of service area

   A. _____ geographic size (such as square miles or kilometers)

   B. _____ population (number of people living in area)

   C. _____ urban/rural (density of population)

   D. X nationwide

7. Year(s) covered by the case description 1980 to present

CO AUTHOR

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3. Write a brief title or name of this program to use to refer to it

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7. Year(s) covered by the case description

A. SETTING

St. Lucia is a volcanic island in the Winward group, comprised of peaks and valleys. Much of the land is dense with vegetation, leaving little room for expansion. The primary crops are bananas, coconuts, and vegetables such as yams, carrots, onions, and cabbage. As part of diversification, farmers are planting an increasing number of citrus, mango, avocado, cocoa, coffee, and nutmeg trees, intermixed with other tree crops. Banana trees blanket the island, and bananas are the primary export crop. Because St. Lucia has direct airline connections to England, the United states, and Canada, the potential for increasing exports is high.

In recent years, the agricultural program targeted six major areas: (1) crop diversification into tree crops, (2) improvement of banana fruit quality through field packing and field sanitation, (3) multicropping, (4) soil conservation, (5) road improvement, and (6) marketing. Extension services are a longstanding institution in St. Lucia and is operated mainly under the aegis of the Ministry of Agriculture. Several of the farmers interviewed had been receiving extension services for over 30 years. In addition to extension services in general agriculture, there are also specialized extension services in bananas, tree crops, livestock, and farmer credit. It is worth noting that the specialized banana extension service is controlled by the St. Lucia Banana Growers Association (SLBGA)--a statutory organization. Agriculture in St. Lucia is served by both private and public sector extension services. Although banana farmers are serviced mainly by SLBGA extension staff, the Ministry's extension staff also serve these farmers.

St. Lucian farmers are independent and individiualistic. About 90 percent of them speak Patois, a French derivative. Illiteracy is estimated at about 50 percent. The majority of farmers do not find farming very profitable, yet they love the life.

St. Lucia is the second largest of the Windward Group. It is 27 miles (34 km) long and 14 miles (22 km) wide at its longest and widest points with an area of 238 square miles (616 km). St. Lucia has a tropical climate which is modified by oceanic influences. The main features are uniformly high temperatures all the year round, mitigated by northeast trade winds which freshens during the dry seasons.

In general, road maintenance is the critical issue in St. Lucia. Because of the topography of the land, the roads generally have steep slopes. This characteristic, combined with heavy rainfall and inadequate drainage in many parts, has affected their quality. In addition, many of the roads were not built to handle the present volume or weight of traffic.

St. Lucia has two main deep water ports--one at Castries on the western Coast of the Island and the other at Vieux Fort on the southwestern extremity.

At present about 80-85% of the population has access to pipe-borne water of reasonable quality. The Authority is generating an average of about 5 million gallons a day, a volume that just about meets current demands.

The agricultural education program of the Ministry of Agriculture, Lands, Fisheries and Cooperatives is being implemented by the Extension Division within the Ministry.

In the past every division within the Ministry had an outreach or extension program. However, the persons outside of the normal extension performing those tasks were not referred to as extension officers. Recently with the restructuring of the Ministry attempts have been made to put all these functions into a central extension division.

B. OUTCOMES

1. Goals

The ultimate goal of Agricultural Extension is to help farm families improve their farming practices and their quality of life. As the Chief Extension Officer in St. Vincent (a neighboring island, part of the Eastern Caribbean States grouping) said, "Knowing and telling is only half. Until people adopt and change, you haven't done anything." (See also paragraph 2, page 1 on Setting, for goals.)

2. Benefits

Extension officers seem to have good rapport with farmers. This rapport makes it easier to carry out educational programmes. Extension can have a significant impact. Farmers are able to cite many examples of ways in which Extension positively affected their lives. In some cases, it was possible to document how Extension information had increased farm income by helping farmers to improve the technology they used or to do a better job of management and marketing.

Extension services touch farmers' lives in many ways, spanning all phases of the farm operation: deciding what and how to plant; controlling disease, weeds, and insects; field harvesting, packing, and marketing. Most important, perhaps, Extension has helped farmers to take responsibility for their farms and their lives. Many of the farmers interviewed expressed a sense of challenge, as well as satisfaction with their lives.

The Extension Officer in the Eastern District has helped four groups of farmers and several individual farmers to start mini-nurseries. About 35 farmers were involved in providing sites for model nurseries. Farmers were taught to prepare the soil, to prepare seeds for germination, and to use grafting and budding techniques in order to develop tree crop planting material.

Two Extension Officers in the Southwest Region have helped 35 farmers to start up or expand production of food crops, such as tomatoes, carrots, onions, cucumbers, and cabbage. Farmers have increased their vegetable production by as much as one-quarter acre.

Since 1980, over 70 percent of St. Lucian farmers have initiated field packing through Extension-provided training. Field packing has cut the banana rejection rate by 20 percent resulting in increased farmer income.

When asked about their success in farming, several linkages to Extension began to emerge:

- The F family members have consistently produced high quality bananas. Their boxing plant was rated the highest quality in St. Lucia. When probed further, they admitted that much of the advice on field sanitation, spraying, mixing chemicals, applying fertilizer, and handling fruit had come from Extension.
- Their introduction to planting grapefruit and oranges was the result of a recommendation and planting material provided through Extension.
- Their initial effort to ask the Ministry for financial assistance to build a road to their farm had been spearheaded by the Extension Officer.
- The recognition of Mrs. F as "Farmer of the Month" had come through nomination by the Extension Officer.
- The three trips Mrs. F had won also came about through nomination by the Extension Officer.
- The formation of the local farmer groups, in which Mrs. F is actively involved, was encouraged and supported by the Extension Officer, in response to farmers' concerns.

The Fs were not prone to give credit to the Extension Officer for the many influences on their lives and farming practices. The Fs felt ownership for their own hard-won success.

Some farmers noted specific changes that were attributable to Extension intervention. For example, Mr. B listed three major changes that had occurred in his production and marketing practices over the past five years--land preparation, the use of herbicides, and marketing techniques--and indicated that, in each case, the Extension Officer was the major source of his information. He added: "He taught me spacing, how long vegetables should take to be ready for market, and how you fertilize. The Extension Officer is a good boy and good gentleman. He's still my instructor. He always has time to stop with you."

C. PROCESS

1. Planning

The systems approach has been recently introduced by the Caribbean Agricultural Extension Project (CAEP). It is only used by extension officers of Region 1 (the Demonstration Region). If successful the approach is to be adopted by the other seven regions. In using the systems approach to analyze and understand a farm/home situation, the extension officer has opportunities to assist the farm family choose an optimum combination of resources, select interactions or modifications of the agro-ecological system and then develop technically appropriate practices for the system.

A national "Program of Work for Agriculture 1984-85" was developed, emphasizing crop diversification, the strengthening of the infrastructure, and improved coordination. In addition, about 40 percent of the regions submitted their plans for extension services. Agriculturally St. Lucia is divided into eight regions, which is further broken down into two districts--north and

south--each with four regions. These plans tended to be well-written, specific, and action-oriented.

2. Methods

St. Lucia has three propagation stations for tree crops, funded through the British Government. But the stations have not produced enough plants to meet the farmers' needs. Furthermore, the farmers must have title to their land to obtain any materials. So, agents worked to set up four cooperative mini-nurseries on the island. Farmers participated in propagating seeds, grafting, and budding. P has taught the farmers how to meet their own plant propagation needs.

Several examples illustrate how Extension Officers tailor their approach to the individual farmer. Mr. G is illiterate, so written material is of no benefit to him. In this case, the Extension Officer makes frequent visits to the farm and performs simple demonstrations: for instance, digging holes to show the effects of proper spacing. In contrast, Mr. H is interested in the science of farming. He says: "I like the science of agriculture, and I read a lot." He has learned a lot about farming during the past three years, and credits the Extension Officer with being his major source of information. The Extension Officer has given him reading materials and advice.

3. Improvement

Of ten critical components identified for regional support, three were:

(i) Support for basic agricultural training at the Diploma level for front-line agricultural extension workers.

(ii) Establishment of on-going training at the National level and sub-regional level to increase field agents' knowledge of appropriate agricultural technology and extension.

(iii) Provision of professional extension staff who will work in the field to assist in implementing national improvement plans, with particular emphasis on organizational development, program planning and staff development.

RECOMMENDATIONS FOR IMPROVEMENT

1. Extension should develop an Extension program to make farmers aware of the long-term costs associated with soil erosion and poor soil conservation techniques.
2. Extension should make farmers aware of existing free forest planting materials which can be used in erosion control.
3. Frontline officers should be trained in existing farm management approaches to record keeping and decision making.
4. Extension should continue to make farmers aware of the importance of record keeping and integrate record keeping books developed by St. Lucia's Ministry of Agriculture in farm management extension programs.
5. Extension should make farmers more aware of existing extension information and knowledge regarding production practices for crops.
6. Extension should develop an educational program in farm and home management for farmers and through the existing farm/home management program, develop cost and returns budgets on crops, and make these available to farmers.
7. Extension should make farmers aware of existing schemes of credit agencies available to farmers for land development and farm operation.
8. Extension should bring groups together to develop coordination between marketing agencies; e.g., SFAD (Small Farmer Agricultural Development Project), private sector, and Government in order to develop more attractive marketing arrangements and outlets for agricultural products, including contractual arrangements.

35A/7

9. The Ministry of Agriculture communication unit should prepare a fact sheet on source and terms of farm credit for Extension notebook.
10. An Extension program should be developed to increase farmer understanding of integrated pest management.
11. Extension should conduct educational programs and demonstrations on water management including mulching and irrigation.
12. Government should continue to implement its stated policy regarding farm road development and maintenance.
13. Government should continue to approach estate owners who have uncultivated and abandoned land in order to encourage them to lease and/or sell lands to farmers.
14. The Ministry of Agriculture, Lands, Fisheries and Cooperatives (MALFC) and the National Research and Development Foundation should develop informational materials regarding economic conditions in agriculture for the guidance of credit agencies in developing their policies.
15. There is need to develop a firm communication link between the MALFC (Ministry of Agriculture, Lands, Fisheries and Cooperatives) and the lending community.
16. There is need for meaningful action to be taken to relieve farmers of the problem of praedial larceny.
17. There is need to establish national grade and standards for agricultural commodities.
18. There is need to improve enforcement and management of import policy in better balance supply and demand of agricultural commodities.
19. There is the need to develop an agency/committee for monitoring the importation of drugs; medication/chemicals for agriculture or to encourage the existing agency to do the same.

20. There is need to foster greater cooperation between forestry and agricultural departments in the Ministry of Agriculture in an effort to continue to develop a land use and conservation policy.
21. Farmers should engage in self-help road maintenance and construction activities on a cooperative basis with assistance from Government to ensure proper construction and availability of equipment.
22. There is need to develop and implement projects on the coordination of various agencies relating to agriculture.

4. Participation

Farmer contacts in St. Lucia have remained fairly low. The number of weekly farm visits ranges from five to 20, with an average of 12 visits per week. A typical Extension Officer sees between 150-250 farmers annually. Only about 40 percent of the Extension Officers live in the community they serve, and this restricts contacts. The number of farmer contacts has increased slightly since CAEP project start-up.

Some officers are beginning to hold group meetings. This practice represents a significant change, since in previous years the government actively discouraged the organization of farmers into groups. Indeed, both the Ministry and the farmers themselves (who tend to be independent and individualistic) continue to resist such organization. Other constraints which hamper group work include: (1) the Ministry's frequent requests and changes, which throw off planned schedules for group meetings; (2) lack of funds to pay for demonstration equipment, refreshments, and farmer transportation; and (3) unreliable public transportation, which makes it difficult to schedule precise meeting times. Nonetheless, some Extension Officers have convened group meetings on topics such as tree crops, road repair, and coconut drying. They have also cooperated with the St. Lucia

Banana Grower's Association (SLBGA) to form groups on field banana packing techniques.

D. INPUTS

1. Participants

Ways of attaining new farm families to Extension Archives

a. Casual Contacts

Extension officers may encounter a farmer on the roadside, in the marketplace, a bar or even at church services.

b. Group Meetings

For instance, meetings organized to discuss specific problems, e.g., after a hurricane farmers are asked to submit claims for loss of property.

c. Specific Programmers

A specific crop will target specific clientele, e.g., tree crops or livestock.

d. Radio and Television Announcements

Announcements usually indicate the whereabouts of extension officers for specific activities.

e. Community Initiative

A community group can start a project and request extension's input.

f. Directives from Superiors

Extension officers are usually told at times who to work with.

2. Needs

The first step in a farming system extension needs assessment process is to use existing information to develop a situation statement for the region. Basically the Sondeo involved a rapid reconnaissance survey of Region

I by a multidisciplinary team drawn from the several areas of specialization and institution that impact on the Agricultural Sector in order to identify:

(i) The agricultural systems existing in the region.

(ii) The needs, constraints, as well as opportunities for removing the constraints that face farmers in the region.

The intensive ten (10) day exercise had the following objectives:

(i) Develop and internalize an understanding of farming systems and the Sondeo process for extension.

(ii) Conduct a field survey and develop case study reports of 37 farms and related institutions and organizations.

(iii) Develop useful categories of farming systems, based on information at hand.

(iv) Identify and analyze constraints, opportunities and make recommendations for consideration in the region.

(v) Identify extension, research, policy and project directions for the region.

(vi) Develop the above with team consensus and a team commitment to follow up and support the extension program in the demonstration region.

3. Staff

It is desirable to improve the organizational structure of extension services and to clarify job responsibilities and reporting relationships. St. Lucia's Ministry of Agriculture has been reorganized several times since 1980 and is still in a period of transition. The Minister of Agriculture summarized the consequences as follows:

> Changes in focus, administration, and emphasis of our Ministry have left our extension service in total chaos. We have had four new heads of extension in four years.

Thus, the continual reorganization has created considerable confusion and frustration up and down the line. One bright young Extension Officer recently promoted to District Supervisor said, "I am very much disillusioned. I feel I should leave Extension."

Within this changing environment, there is a large and capable extension staff. In addition to the Chief Extension Officer (CEO), there are two senior field officers (one position is unfilled), eight Regional Supervisors (RS), and 32 Extension Officers (EO).

Through CAEP, thoughtful job descriptions emphasizing educational activities have been written for all staff members. All those interviewed said they had studied their job descriptions. Even the Chief Agricultural Officer noted:

> After four years on the job, I finally have a job description. Job descriptions are being followed to some extent. Most extension staff are not yet fully performing their responsibilities because of the remaining confusion in the organizational structure. There are plans to have separate extension officers to perform regulatory functions, but this has not been implemented yet.

4. Content

CARDI: At the national level, CARDI (now called the National Agricultural Advisory Committee), has actively participated in the National Planning Committee and on the Research Subcommittee. The agencies involved in research have exchanged information, to clarify research projects and to avoid duplication of effort. CARDI has both given and participated in training sessions related to extension. As the Project Manager for Farm Systems Research noted, "Linkages are happening. Maybe not in a completely systematic way and maybe not enough, but they are occurring." That CARDI is mentioned frequently in the Ministry's Agricultural Plan for 1984-85 may be taken as evidence that some attempt is being made to coordinate research and extension activities.

Some Extension Officers feel that CARDI is not adequately backstopping extension-developed programs. One Extension Officer reported that he has gone to CARDI for help for four years and that this help simply has not been provided. There is also a need to extend coordination to grassroots planning between Extension Officers and CARDI staff.

5. Finances

Proportion of Extension budget outside the Ministry of Agriculture, and the proportion of the budget spent on personnel salaries.

This was difficult to understand re: budget outside the Ministry of Agriculture. The Extension division of the Ministry does not have an outside budget. Certain projects are supported by external agencies; e.g., CAEP, FAO, IICA, CARDSI. The funds to conduct these activities are not under the control of the Ministry and are not fixed.

The Banana Association has its own budget for Extension activities.

The following is the Ministry's budget:

	EC$		$2.60 EC = $1.00 U.S.
	1986-87	1987-88	1988-89
Ministry's Total Budget	7,046,923	7,303,571	8,197,725
Extension's Total Budget	1,134,081	1,165,163	1,174,584
Extension's Salary	771,022	770,794	796,215

6. Facilities

Type of facilities used for Extension, proportion owned or rented by Extension and by other organizations and provided free to Extension.

The eight (8) regions of St. Lucia's is divided up into 42 areas.

There are eight (8) regional offices and two (2) district offices.

There are two (2) extension residential houses in use. There are others but they are uninhabitable because they are not maintained.

The Caribbean Agricultural Extension Project (CAEP) has recently provided tools and equipment to these offices and officers.

Filing cabinet

Overhead projectors

Slide projectors

Soil testing kits

Abney levels

Pruning tools

CAEP has also helped to equip the information unit. This unit has a fully functional radio unit and printing facilities--AB Dick printing press. It is also equipped with audio-visual equipment--slide projectors, overhead projectors, cameras, etc. The unit has a vehicle attached to it. There are also four (4) other vehicles attached to Extension:

Three (3) pick-ups

One (1) truck

All of the above belong to Extension. The Extension Division as a rule does not rent equipment, it borrows from other ministries and supporting institutions like CAEP, CARDI, IICA and CARDATS.

Type of equipment borrowed by Extension includes mainly audio-visual equipment; at times vehicles are borrowed to transport farmers.

7. Other

Linkages with the private sector: Coordination between Extension and the St. Lucia Development Bank has been good. For instance, in July 1983, the bank conducted a workshop on agricultural loan procedures for all Extension Officers.

The director of the St. Lucia Marketing Board felt that Extension Officers should play a more active role in marketing: advising farmers on what to

produce, helping them to meet quality standards, and helping them to harvest correctly. The new job description for Extension Officers states that one of their functions is "to collect marketing data to assist marketing agencies in planning." There is a need for further development in this area.

E. EXTENSION EVOLUTION (recent history and major trends)

In recent times St. Lucia has seen seven (7) major trends in Extension. CAEP has contributed significantly to this evolution.

1. The development of written individual and national work plans to guide Extension's activities.
2. Development of job descriptions and their use in performance review.
3. Integration of the various extension arms within the ministry to one unit. The evolution is not fully completed.
4. Farmer training programs--outreach farmer training to provide the necessary skills to farmers.

   This program is run over a six-month period. Classes are held in the evening. Farmers receive certificates at the end of the course. The classes are highly practical.
5. The Agricultural College which is under the control of the Ministry of Agriculture has changed its emphasis to training young farmers. In the past, the College trained extension officers.
6. Extension's work activities are oriented toward specific crops. In the past, their activities were more of a general nature. This change is in keeping with the new diversification/report substitution policies.
7. Closer working relationships with research in the development of joint programs. This is an IICA project.

F. **INFLUENCES** (that help and that hinder)

Major Positive Societal Influences that Help Extension

1. In recent times the availability of markets in the U.S. and the U.K. has helped to increase Extension's activities and so has its image.
2. The rise of the Tourist Sector has also had a positive influence on Extension through increased markets--greater Extension activity.
3. The recognition of Extension's role in the new diversification programs.
4. Publicity given to Extension workers through programs like excellence in Extension--a program conducted by CAEP.
5. Political support for Extension workers (this support is fragile or inconsistent).

Major Negative Societal Influences that Hinder Extension

1. The continued emphasis placed on white collar work and the lower salaries received by Extension workers for similar qualifications.
2. Continued resistance to paying more for locally produced foodstuff.
3. The growing foreign taste. Consumers are less inclined to buy local. As such they see Extension workers as not performing an important task.

Extension program development allows for identifying and developing farming systems on the following bases:

(i) Inputs - farm/home processes - outputs.

(ii) Relationships and family inputs: family resources - Land, Labor, Capital, Management

(iii) Linkages, and relationships among components and subsystem of the farm/family systems.

(iv) Impact of factors beyond direct control of the family, e.g., world prices and markets, infrastructure status, roads, credit, extension/research, input availability.

35A/16

FOLLOWING ARE EXCERPTS FROM AN INTERVIEW

#-CN-I

In the first place, what was happening was that we were moving into, again from government's policy, to have self-sufficiency in meat products. Two were identified initially, poultry and pig farms. The government was giving subsidies in the production of pork in terms of subsidies in housing. There was this project being initiated. We had seen that people can stop being traditional for pork products if they can reduce what is being imported.

Fair enough, we'll be satisfying fresh pork or even the salted pork. We didn't have the know-how either, but at the same time the government was establishing some small laboratory in food processing.

[Is that down in Trinidad then?]

#-NA-AG #-SC-AG

Yes, in Trinidad. They were also involved in the setting up of one of the British laboratories which is a processing operation. So the whole thing was meshed in. It's a question of carrying on or working with what is in the making. So government's policy, it was not the people's desire at all. We know that people eat lots of ham around Christmastime. We had seen that, and if we are to assist in the decrease in the importation, that this is one area we can tackle.

#-EV-T

We are already making progress. We are establishing from about 2 to 20 pig units. From the time this first started into the self-sufficiency product. We have moved from 2 to 20 units. This was a matter of 5 years.

#-MOD

35A/17

[In your region?]

Yes, in that particular region. There was the subsidy, so farmers agreed to that. We didn't want the whole thing to fall through, in terms of the thing was being subsidized and then for it to be just like that. All along we experienced some problems, like anything else. We are experiencing problems with marketing. Marketing we experienced problems with feed. I think we had a feed mill which went down, so feed was much more expensive. So all of a sudden these things came up. But we are saying we want this thing to survive, so we have to design something. So I said, let us try and have this sort of program. First of all, I have the know-how.

#-SP-Y

[You have the personal know-how?]

Yes, because I attended the two-week workshop.

#-CED-Y

[You had a two-week personal in-service on processing ham and bacon.]

#-CN-I

The whole idea was not just to educate me, it was for the people, but through me, so it was up to me now to pass it on. So then this was how I tried to pass it on.

#-AR-T

[You had a merging of your training, research going on, and the government directives. You had a merging of those three. But the people weren't sensitive to it.]

#-CN-I

But we know to ourselves that people buy hams.

[So you used that data to back it up.]

#-DMC

We were able to turn the two week workshop into one day. We did a one day workshop for farmers and housewives and people interested.

[Tell me about that one day.]

Basically, the whole processing takes more than a day. It takes about something like 2 weeks. The whole thing was planned.

[Was it in your plan of work?]

#-POW-4 #-AR-T #-MAT-AG

Yes. So we had the preparation made. We secured money from the government, from the boards to purchase pigs and the other things which had to be purchased. We had the thing prepared at different stages here so people could see. Then we had people involved in the actual doing of the things. So we had everything well prepared.

[So they actually did that, they practiced.]

Yes. We had a few of them who had the locally made ovens, so we had this thing on site. I have this particular thing on slides.

#-POW-4

[Did you take slides while you were doing this, for that particular workshop?]

Yes. For that particular workshop.

[Then you've used them afterwards, have you?]

I used it only twice.

#-SC-I

[Did you design this workshop? Was it modeled after the training you had gone through?]

Yes. It was modeled after the training that I went through.

#-MAT-AG

[Did you again have handouts or something?]

Yes we had handouts. The same handouts that were given to me. We had them prepared to be given out.

[Give me a sense as to how many people attended this particular workshop.]

We had 18.

[They're a broad section.]

#-DMC #-EV-U

We intended that to be a trial. Simply a trial to see whether we need to continue it. To see if it could continue. We only succeeded in having two individuals continue it. They went into the home processing.

[And you know that based on follow-up that you did.]

Yes.

[The others fell out because they didn't have the adequate inputs.]

Yes. The two were relying on their own personal contacts with the laboratory and also their own personal contacts with certain people in the hospital to get the stitch and the syringe. So these other things we recognize that the two could have got through and others couldn't because they lacked the sort of contact.

This other one experience we look at all others in this light. It required some planning this particular one thing, because I had to be going back and forth with the research people trying to get them to do it on time, have the thing prepared, walking these people around. . . Everything was fine. The only thing I was told from my administration was that I should have involved the other regions. I was looking at it from my own personal area because all the others attended the course as well. So I was doing my one thing for my region. Because it was successful they felt that more regions

should have been involved. But again, we would have to limit the participants, because we could only do so many people at a time.

A-VII: [The evaluation for that you know that two people followed up. Did you personally follow up with the 18 people, or did the other officers?]

The other officers did that. I didn't do that personally. I knew one person that close to one of them, so I knew. When I return to the area, I still see this person.

Excerpt on Program Influences

(from a recent study by Sandmann)

A number of factors were found to influence the educational programs related by the respondents, who typically identified these influences as pressures, problem sources, or resources. For example, pressures on the educator to act in certain ways came from clientele, superiors, or cooperating agencies; crises presented other pressures. Having, or being able to obtain, resources (resources being broadly defined as information, authority, money and so on) also was inherent in various influences.

To fully understand the programming practice of the officers, two dimensions need consideration: (a) the number and nature of dominant influences, and (b) the amount of congruence among the influences bearing on the program.

The effect of influences on an agent's program depended upon the types of influence felt, and the extent to which those influences were congruent to or competitive with each other. The next two sections describe the different types of influences; the third section provides a model that illustrates interrelationships among influences.

Types of Influences

A strong relationship appeared to exist among the number, nature, and dominance of influences that the agents attended to in their program decision-making and in their programming approaches. These influences can be clustered into four major categories or systems: macro-internal, macro-external, micro-internal, and micro-external. The following list, while not intended to be exhaustive illustrates some of the specific influences within each of the four systems.

35 A/22

Macro-Internal Influences

Macro-internal influences are those that come directly from the agent's employing organization; that is, the national government's ministry of agriculture. Agents with an institutional orientation seemed to primarily consider and be affected by macro-internal influences. The influences include the following elements:

- o The strength and clarity of ministry of agriculture leadership.
- o The existence of a national ministry of agriculture work plan, and the specificity and perceived fairness of that plan.
- o Personnel management practices such as promotion and reward process, supervisor's directives, other officers, and staff movement.
- o The ministry of agriculture's budget, and its ability to consistently supply program resources.
- o Cooperation within the ministry of agriculture (the ability to access resources of livestock division, tree crop, etc.).
- o Ministry policies, especially those related to marketing, land use, and conservation.

Macro-External Influences

Macro-external influences are those influences not under the jurisdiction or beyond the control of the ministry of agriculture. The influences may include other agencies, national developments, environmental factors, the country's infrastructure, and the world market.

Particular instances of these types of influences are described below:

Other Agencies

This category includes influences from public and private agencies, such as the Caribbean Agriculture Research and Development Institute (CARDI), the Caribbean Agricultural Extension Project (CAEP), and the Windward Island Banana

Growers Association (WINBAN). It also includes French, Algerian, and British funded agricultural projects, and the development bank.

National Government

Influences from the national government include those that stem from an imposed budget, and from national policies such as the redistribution of estates.

Environment

Many different environmental factors can influence agents' programs, including the tropical conditions of volcanic islands, and the islands' dry and rainy seasons. In addition, farms are often situated on steeply-sloping lands, the quality of which are affected by heavy rainfalls and inadequate drainage.

Infrastructure

Different aspects of a country's infrastructure itself bear directly on programmers. Examples of negative infrastructure influences include inadequate water supply and poor road maintenance.

World Markets

Linkages and relationships among world prices and markets also influence programmers. These influences include the presence, stability, and profitability of domestic and foreign markets as well as infrastructure status, credit, and research, and the availability of input.

Micro-Internal Influences

Micro-internal influences are defined as those related directly to the extension officers. Agents with a personal orientation seemed to respond most to micro-internal influences. These influences include an agent's observations, training, energy level, programming preference, previous work assignments, vocational or avocational interests (such as a personal farming operation), and understanding of problems.

35 A/24

Micro-External Influences

These are influences that are related to the characteristics of clientele, such as the farmers' literacy level, language, age, attitude (individiualistic and independent). Agents with a clientele orientation seemed to be affected most by these influences. Micro-external influences also include the following:

- o The farmer's past pattern of participation in educational programs.
- o Husbandry practices.
- o Input relationships.
- o Family resources such as land, labor, capital, and management.
- o Linkages and relationships among components and subsystems of the family or farm system.
- o The needs expressed through one-to-one interactions or advisory groups.

Officers who had a transactive approach attended not to only one system of influences, but rather to many types of influences at once. Most of the programs were affected by multiple influences. This interplay of elements from different systems was consistent with the notion that the practice of the extension programmer occurs in an open system. It appeared that influences were able to define and direct programs if the influences were perceived as important and were attended to by the programmers, and if the influences were dominant in a particular case. In addition, whether influences were congruent or competing affected the extent to which the influences helped or hindered the programs.

During the course of the study, social, economic, political, legal, technological, and cultural forces were found within each of the influence categories. It was sometimes difficult to assign an influence to a particular category; the source of the force, or the system from which the force was derived, determined the final classification of the influence. For example,

economic influences could be listed as macro-external (national economy), macro-internal (the extension division's budget), micro-internal (the resources agents felt they had to execute the program), or micro-external (the farmers' ability to pay for farming inputs). Technological influences could be as diverse as the officers' ability to access information or understand the technology (micro-internal), the traditional practices of farmers (micro external), or the existence of knowledge or technology to solve a particular problem (which would be considered a macro-external influence if it existed at the community level, or a macro-internal influence if it existed at the institutional level).

Level of Congruence

In addition to the nature and number of dominant influences, the congruency or competitiveness of those influences also affected officers' program-approaches. The data suggest that influences range from being congruous, or supportive of each other, to being competitive, or conflicting with one another. The extent to which the influences were congruent or competitive affected the programmer's practice and the clarity, fluidity, and outcomes of the resulting programs.

For example, in one banana production case, all of the influences appeared to work together to contribute to, or least not detract from, the program. The anticipated outcomes were being achieved. In another participant's weed control program, the influences appeared to be congruent in the beginning. However, halfway through the program, the major community employer began to compete with the agent's goal and the clientele's participation. The program died.

GUIDELINES

Project Plan
4/88

A WORLD PERSPECTIVE: AN INTERNATIONAL COMPARATIVE ANALYSIS OF EDUCATIONAL PROGRAMS FOR ADULTS

Overview

During 1986-88, adult education scholars and practitioners from more than twenty nations throughout the world will cooperate on a cross-national adult education project. The purpose of the project is to understand the ways educational programs for adults function in society. Cross national similarities and differences will be analyzed and the results reported.

The overall project coordinator is Alan B. Knox, Professor of Adult Education, University of Wisconsin, USA. Working with Professor Knox on the project will be his wife, Linda Bock Knox, an experienced adult educator and writer, who will be helping with data collection and project coordination, and Professor Dušan Savićević, University of Belgrade, Yugoslavia, who will be helping with the comparative analysis.

In each of the nations included in this project an adult educator will serve as a coordinator for the preparation of case descriptions of educational programs for adults important in their nation. Types of programs might include: educational programs focused on literacy, agriculture, workers, continuing professional education, part-time secondary education completion, part-time higher education completion, health, family, leisure, citizen role, and underserved populations.

Each case study will describe the program in terms of its outcomes, process, inputs, past evolution, current influences, and how and why the program functions as it does in its national context. In addition to the comparative analysis and published report of case descriptions by Knox, Knox, and Savićević, each case coordinator will receive a complete set of case descriptions from other coordinators and will be encouraged to conduct their own analysis focused on implications for their own national setting and prepare their own reports. Copies of the project report and case descriptions will be sent to libraries and institutes around the world.

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NOTE: The term adult education refers to all types of part-time and short-term formal, informal, and non-formal educational activities for all categories of adults about any subject matter content.

A. Purposes of project: to prepare a report that will enable adult educators around the world:
   1. appreciate the wide diversity of adult education programs regarding terminology, activities, and concepts.
   2. understand ways in which such programs function in the society in which they occur.
   3. analyze similarities and differences that can help us recognize options and learn from each other about conditions under which practices produce desirable results.

B. The basic method of the project is in two parts, descriptive and analytic.
   1. One adult educator in each nation participating in this project will serve as case coordinator for that nation. That coordinator may prepare all of the case descriptions of adult education programs for that nation or may cooperate with other people from that nation who may help do so. Prof. Alan Knox (University of Wisconsin, USA) has agreed to serve as overall project director. Each coordinator will arrange for preparation of short case descriptions of typical adult education programs in their nation. The case description will be based on familiarity with the type of program by the person who prepares the case, and may also be based on research or evaluation reports.
   2. Prof. Knox, Prof. Savićević, and other researchers interested in doing so, will conduct comparative analysis based on the case descriptions.
      a. Some of the analyses will be cross national, based on the set of case descriptions, such as literacy, of similar programs in various nations.
      b. Some of the analyses will be based on the set of case descriptions of all programs in one nation or a set of similar nations, and will emphasize programs within a national setting.
   3. The intent is to select nations and programs that are fairly representative, while recognizing that much will be omitted.
   4. The purpose of the guidelines for selection of widespread types of adult education programs and for preparation of case descriptions is to make possible comparative analysis without greatly influencing the conclusions that emerge from the comparative analysis.

Nations to be included - adult educators from about twenty nations have expressed interest in preparing case descriptions for this project. The nations are from all regions of the world [east and west, north and south, large and small]. Together they contain three quarters of the world's population and land area.

Selection of adult education programs for case description - If describing a typical or widespread program in a case that you prepare (or arrange for) in a given category does not reflect the great variation that actually occurs among programs in that category, two or more contrasting cases can be written in that category. All of the comparative analysis and interpretation that occurs subsequently depends on accurate and balanced case descriptions. Such valid cases depend on the detailed familiarity with the program and context by the person who writes the case.

Sections of each case description - Coordinators will arrange for a brief case description (10-20 double spaced pages) for the programs which the coordinator decides to submit. Each case description will be about a typical current or recent local adult education program such as one program coordinator might supervise, and which typically includes a number of teachers. (These cases should not describe either a single teaching episode or an entire national program.) For widespread national programs, select one or more local or regional examples that functions under the supervision of a coordinator. The purpose of the case description is to increase our insight and understanding of how the program functions in its societal context, and not to evaluate it. Special attention should be given to linkage that program staff provide between client systems of adult learners who are served and resource systems of experts and others who help to plan or conduct programs. We encourage you to prepare your case in such a way that if someone else were to do so independently for the same program, the result would be very similar.

Listed below are proposed categories of information for each case example, to facilitate comparative analysis. Each case may describe a typical specific instance, or may summarize average programs based on available information. Formal, informal, or non-formal educational programs may be included, and for each category listed below, a brief paragraph or two should provide a sufficient description and explanation of the essential characteristics of a typical program. Categories A, B, C, and D will constitute a descriptive portrayal of the program as a system.

A. Setting - Type and size of the provider organization, including the size and characteristics of the service area of program.

B. Outcomes
   1. Goals - Program goals, content and intended outcomes (Include the major stated objectives, the types of people and groups that influence goals, and the process of gaining agreement on these goals and objectives. Indicate the main societal benefit that the program tries to serve, such as assimilation of immigrants, increased agricultural production, or modernization of technology).
   2. Benefits - Evidence of actual program benefits to learners and others (based on evaluation findings or general impressions).

C. Process
   1. Planning - Program planning (including who conducts needs assessment and/or context analysis, and how they usually do so, along with other major planning arrangements, such as objectives and activities, and use of plans).
   2. Methods - Methods of teaching and learning (including main types of methods and materials for helping adults learn).

3. Improvement - Program improvement (including evaluation and improving the performance of program staff).
4. Participation - Encouraging participation and responsiveness to learners (including counseling and other ways to retain learners in programs).

D. Inputs - Numbers and characteristics of people and resources that are acquired for the program to function, along with the procedures to obtain them. For example:
   1. Participants (numbers and characteristics of learners or students and average number of hours spent in the program each week)
   2. Needs (indication that a problem or educational need existed that the program should address)
   3. Staff (number of full time equivalent administrators, teachers, discussion leaders, coordinators and other staff members)
   4. Content (major subject matter fields)
   5. Finances (money and in-kind support from any source)
      To describe general levels of financial support and expenditures for this program, estimate the total amount of annual financial and in-kind income and support that the program receives to cover all instructional and other direct program costs. (Do not include indirect costs.) Using that total budget level for the program as a base, compute and report the percentage of program income and support from government funds, fees paid by participants, and all other sources combined. Also, report the percentage of the total budget that is used to pay staff salary and wages.
   6. Facilities, equipment, materials
   7. Other (including feedback regarding outcomes that influence inputs and process)

E. Evolution - Brief history of major program trends to describe how this program started or evolved, and the major past influences that helped and that hindered its development.

F. Influences - Major current societal influences from the past few years and now that affect stability and change in the program's functioning and outcomes. (Examples could include: financial support, government policies, economic status or conditions, religious or social traditions, available volunteers and staff.) The influences could be local, regional, national, or international.
   1. Positive influences that help or contribute to the program's effectiveness or success.
   2. Negative influences that hinder or make it difficult for the program to be effective.

G. Other - Any other brief comments that help explain how and why the program functions as it does in its societal context. Illustrative comments could include clarification of important variables, indications how how the selected program differs from others of its type in your nation, opinions about widespread values and beliefs relevant to the program (description of important adult education staff roles), and your own perspective and interpretation of activities and meanings. Pertinent articles, reprints, statistics, and bibliographic citations that would clarify the program for readers are also welcomed.